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ABSTRACT

Speech teachers in small colleges often feel frustrated because of their course load and other heavy demands made on their time. Because their departments are small, they have few colleagues in their discipline to work with, and this--plus time constraints--makes it difficult for them to remain professionally active. One way they can extricate themselves from the sense of pressure and isolation this situation generates is to join a professional group such as the Small College Committee of the Speech Communication Association. This committee provides its members with a network of colleagues with whom to interact, share ideas, and so on. This approach appears to work, but it is difficult to demonstrate it clearly and objectively. Research is needed to define small college speech departments, to gather objective data on their programs and their faculties, and to assess the progress of both so that professional organizations know how to respond to their members' specific needs. Monitoring of 25 colleges and universities in the midwest has provided some answers and has suggested some other areas where help is needed. (Extensive tables containing general information about the schools monitored, detailed data about their speech and drama faculty and curricula, and a copy of the questionnaire used to gather information are included.) (RBW)

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A SECOND LOOK AT SMALL COLLEGES: DEFINITIONS AND DEMOGRAPHICS

by

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While the author feels there has been progress in professional and program development at small colleges over the past five years she argues that there is insufficient data to support the claim clearly. An adequate objective definition of a small college speech program does not yet exist, and she proposes one based on faculty size. With this as a basis small colleges can be identified and demographic data on their programs and their faculty members can be gathered to supplement the case study data supplied in the paper. In addition to proposing specific information to be gathered on small colleges by the Small College Committee of the Speech Communication Association, the author notes a number of concerns of small college faculty members and calls for assistance from national, regional, and state associations.

Paper presented at the
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A Second Look at Small Colleges: Definitions and Demographics

A Case Study

Once upon a time there was a speech teacher in a small college. She was starting out an average year...She was teaching five courses -- one was an overload, but four students had requested a special course under the departmental studies option and if she didn't teach the other four courses problems would be created for those students completing speech majors because most of the speech courses were taught on an alternating year basis. Two of the four regular courses were taught every two years, one was taught each year. She did teach the introductory course each semester, so that was a help...except that she had twice as many students enrolled in the introductory course than she could handle, so she talked with one of the drama teachers who had had some background in speech about team-teaching the course with her on an experimental basis: she'd do the lectures and they would divide the class into two lab sections for student speeches. They would tape the speeches and work together to grade them, alternating the sections they worked with directly. Since the number of drama majors had declined in recent years the drama teacher was willing to help out, so together they talked to the Dean. He agreed, thanked the drama teacher, and suggested that at some point, if this worked out well, the college would look into some funding for summer school to help the drama teacher re-train in speech to provide further assistance with speech. The immediate problem was solved in a day.

More was going on than teaching, however. The speech teacher had to get the forensics program started, and introduce the newly found debate coach (an adjunct position being filled by a local attorney who had inquired about the vacancy purely by chance) to the debate team. She had to establish a working relationship with him as well as the drama-teacher turned speech-teacher. She also had to promote the forensics and debate program, making use of her student assistants and one student volunteer who also offered to help coach the freshmen; to plan the forensics and debate season and try to balance competing demands for funding for national tournaments between excellent debaters and excellent public speakers.

She had to propose some revisions in the speech curriculum because now the business major at the college wanted to include speech as a requirement. She would need that drama teacher's help more than ever in the future--so the drama curriculum had to be revised as well, alternating some of the drama courses that had smaller enrollments because of fewer drama majors, and building in more speech lab sections for the introductory course.

She was on a major college committee--all faculty members are expected to serve on college committees if elected (there went one afternoon a week); she was working with a support network for women faculty members, arranging a breakfast and informal discussion once a month, and she also served as a representative to a Committee on Women's Concerns of her college consortium, and next year would chair that committee composed of representatives of 13 colleges who met once each semester to discuss special concerns of women students and faculty.

As department chair she was working to coordinate activities between the speech-drama, music, and art departments. She was developing a combined fine arts calendar to use for departmental publicity for the fine arts departments and had prepared and rehearsed a special readers theatre program for the opening of the new art gallery. She was also helping the new art teacher get used to the college, explaining both the formal channels and the informal networks for getting things done. The art teacher was fairly frustrated at times with lack of resources at the college and in the area, so lately the speech teacher had been able to practice empathic listening a lot!

She didn't have freshman advisees because she chaired the speech-drama department. She did have all the speech majors as advisees, however, and there were about twenty of them instead of the fourteen freshmen she had had before she became chair.

She was also excited about getting to do some consulting at last. This is something that she had wanted to do, but being in a rural area there hadn't seemed many opportunities to work with business or industry. Now, again by chance, she had found an industry seeking a teacher to do an interpersonal communication course for sixteen first and second line supervisors. (She loved the teaching...but there went another afternoon a week, plus an evening to get the class preparation done.)

Meanwhile the drama teacher needed some help. He was directing and designing the first show and, since his student crews weren't showing up "because they were busy" he was building and painting the show too. So she helped out by shopping for fabric and properties for him, and making cushions, tablecloths, and drapes for the set. They were working together really very well--he was really getting interested in speech, and she found herself feeling involved in his show, talking to him about colors and finishing touches for the set that he didn't have time to supply but she could help with, sitting in on a couple of rehearsals to talk with him about how things were going and generally to give him a sounding board for some of his ideas and frustrations. The show was going well, but he was really pressed for time to fit in the rehearsals, the building, the publicity, the poster and program design, the box office and ushers...and his classes plus her speech class.

Meanwhile, for our speech teacher there was a project in the works for the Association for Communication Administration, a proposal for the Small College Interest Group of the Central States Speech Association, a new position with the Wisconsin Communication Association, and a paper to do for the SCA convention....

THE ABOVE IS A SUBJECTIVE DEFINITION OF A SMALL COLLEGE SPEECH TEACHER.

The Frustrations

Every small college teacher in the audience could fit into the above scenario. The specific details might change, but the general pattern remains the same: teaching a wide variety of courses, being responsible for co-curricular activities, advising students, serving on college committees, revising the academic program, working through informal channels to solve problems, making

use of undergraduate students for assistance whenever possible, working with colleagues in other disciplines because we have few in our discipline on our home campuses, struggling to keep professionally active, and under budget, and to carve out another hour or two in a week.

While our colleagues at large campuses may feel similarly pressed for time, they are probably not engaged in the wide variety of activities and teaching areas, work through more formal channels, have colleagues in the area with whom to share professional ideas and concerns, and may have more formal institutional pressure to produce evidence of scholarship along with some release time to do so.

Now for the Good News

The point to the above story is not the frustrations, however, but the fact that things are getting better. No one has found more than twenty-four hours in a day, but with the development of the Small College Committee of SCA our small college teacher feels better about herself and what she does. She no longer has a sense of loneliness and isolation, that there is nobody who understands her pressures and her pleasures in her career. She has a network of friends and colleagues who know exactly how she feels, and if she ever finds the time to telephone any of them they are happy to share a moment with her.

They are professional colleagues as well as friends, so she is able to propose research for Central States or SCA conventions and she has people to react to her ideas and suggestions and to join with her in projects to explore areas of mutual concern. They also can react to her ideas and questions about curriculum development, the speech activities program, or for research she might undertake in a serious fashion.

She has become involved in SCA and Central States, her state association, and the Association for Communication Administration largely because of the Small College Committee--it gave her confidence, colleagues, and opportunities she did not see herself having before. Her consulting is also a result of networking at SCA, hearing friends discuss their experiences in consulting and taking a SCA short course to orient herself more specifically.

In all these felt or subjective ways, the small college teacher understands her situation. She also, subjectively, knows that the Small College Committee is working. The Bad News is that she cannot really demonstrate it clearly and objectively.

The Research Task

Definitions. This I see as the major task for the Small College Committee in the next few years: TO DEFINE AND IDENTIFY SMALL COLLEGE SPEECH DEPARTMENTS, TO GATHER OBJECTIVE DATA ON THEIR PROGRAMS AND THEIR FACULTIES, TO ASSESS THE PROGRESS OF BOTH, AND TO OFFER ASSISTANCE FOR THEIR SPECIFIC NEEDS.

The project hinges on a good working definition. Suggested definitions have involved size of institution, size of departmental faculty, absence of a graduate program, and the private, liberal arts context. None has proved satisfactory and the rule of thumb has become "If you feel small, you are small." While this may be friendly, UNTIL SMALL COLLEGES CAN ARTICULATE THE DIFFERENCES THEY FEEL EXIST BETWEEN THEIR TEACHING ENVIRONMENT AND THAT OF OTHER INSTITUTIONS, AND ALSO WHERE SIMILARITIES MAY LIE, THE SCA, THE ACA, AND OTHER PROFESSIONAL ORGANIZATIONS ARE LIMITED IN THEIR CAPACITY TO RESPOND. FURTHERMORE, THE EXAMINATION OF SMALL COLLEGE PROGRAMS AND THE MONITORING OF THEIR DEVELOPMENT OR DECLINE OVER TIME IS LIMITED BY THE LACK OF A CLEAR DEFINITION OF A SMALL COLLEGE SPEECH DEPARTMENT.

I have done some monitoring of such departments on a multiple case study basis, focusing my research on 25 colleges and universities in the Midwest, the members of the Associated Colleges of the Midwest and the Great Lakes Colleges Association. (For a preliminary report see Speech and Theatre Programs in Two Midwest Consortia, by Bonnie W. Buzza, available through the ERIC Clearinghouse.) As a step toward a quantitative definition of a small college I examined the educational institutions in the seven states in which the ACM and GLCA are located: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. I omitted Colorado which has one ACM school but is not in the Midwest. I utilized Peterson's Annual Guide to Undergraduate Study, 1983 edition (the most recent).

Table Six in the appendix contains information about all 4-year colleges or universities with enrollments under 5000 in the relevant states, based on the previously proposed definitions of institutional size, undergraduate/graduate degrees awarded, and independent/state funding. Several factors stand out.

First is the great number of institutions that fit into the small college category, 234 in the seven state area ranging from 22 in Wisconsin to 47 in Illinois. They include generally from 1/3 to 1/2 of the institutions of higher education in each state. The totals in Peterson's Guide include community colleges and vocational-technical schools as well as larger institutions, so the proportion of small colleges to larger institutions is even greater than the figures suggest at first glance.

Second, in most cases the difference between the number of institutions of 5000 or less and 2000 or less is only moderate. Either could be used as a descriptive figure for small colleges based on enrollment, but since size of the department is unclear from the size of the institution, neither is a very clear component for the definition. However, no institutions in any of the states ranged from 5000 to 7000 undergraduate students unless they had graduate programs as well. Thus 5000 seems an appropriate top figure to use in a definition based on institution size.

"Undergraduate" has been suggested for the definition, yet about 1/3 of the smaller institutions offer M.A. degrees. Peterson's "Directory of Basic College Data" does not indicate the fields in which the M.A.'s are offered, or the size of those programs, and since they may be limited to certain areas or departments in the institutions, that distinction seems less relevant for the definition.

Many of the institutions are liberal arts colleges, and nearly all are independent rather than state funded. This latter was one of the clearest distinctions, but small departments in state institutions would have much in common with small departments in private institutions so the funding source, while clear, seems less relevant than other points for a definition. A number of technical or specialized institutions fit the pattern of four-year B.A. (and in some cases M.A.) granting institutions of 5000 or fewer undergraduate students, but if they have speech departments there seems no reason to exclude them from consideration merely because they are not liberal arts institutions. Thus another proposed definitional component can be dropped.

IT SEEMS CLEAR THAT NEITHER INSTITUTIONAL SIZE, FUNDING SOURCE, LIBERAL ARTS OR OTHER CONTEXT, NOR DEGREE GRANTED IS THE KEY COMPONENT, ALTHOUGH THERE IS INFORMATION AVAILABLE ON THESE ABOVE COMPONENTS. Small department as well as small college is the issue. Data does not exist in an organized fashion on departmental size, however, and the gathering of such data I see as a priority task of the Small College Committee in the future.

We have suggested that fewer than four or five full-time faculty members teaching speech is a possible definition of a small college speech department, but within the department there could be drama, media, or speech pathology tracks as well as a track for speech communication, and thus the definition would have to be adjusted to account for information on the areas encompassed by the department, as well as faculty size.

I PROPOSE FIRST OF ALL THAT WE UNDERTAKE RESEARCH ON FACULTY SIZE TO IDENTIFY SMALL COLLEGE SPEECH DEPARTMENTS, AND THAT, ONCE IDENTIFIED, WE GATHER DEMOGRAPHIC DATA ON THEIR PROGRAMS AND THEIR FACULTY MEMBERS. IN THE APPENDIX TO THIS PAPER IS A DRAFT OF A SURVEY QUESTIONNAIRE TO OBTAIN SOME OF THE NEEDED INFORMATION.

Comparisons. Some descriptive data exists on small colleges, defined in various ways. Helen Manning in 1982 ("Directions," paper presented at the SCA Convention) used a case study approach to study selected ACM and GLCA institutions, and Paul Boase in 1965 looked at "Speech in the Liberal Arts College" (Central States Speech Journal, February, 1965). Both provide some background data, but IN ORDER TO DETERMINE THE STATUS OF SMALL COLLEGE SPEECH DEPARTMENTS THEY NEED TO BE MONITORED ON A REGULAR BASIS. As a second step in this process I replicated my earlier research on the 25 ACM and GLCA colleges based on college catalogues. I used the most recently available catalogue from each institution, which included the 1983-84 catalogues from Earlham, Kalamazoo, and Grinell. When information was not available by catalogue we telephoned the admissions office of the college to try to obtain the missing information, with mixed success. We gathered data relative to sizes of faculties and student bodies, tuition and fees, and endowments; departmental names and organization; and curricular status and descriptions of the faculty for both speech and drama departments. Tables One through Five-C contain this information. For comparison purposes, tables Four-A and C and Five-A and C are included, renumbered from the previous study.

Backgrounds. Tables One and Two are general backgrounds on the colleges. In the ACM Colorado College seems to have had the biggest drop in student enrollment, with a corresponding drop in faculty size. Beloit seems to have made some gains. There have been other minor shifts as well. In the GLCA Depauw has made major gains, and Ohio Wesleyan suffered major losses. This latter is especially significant since Ohio Wesleyan has eliminated their Speech Department, as well. Other colleges have added faculty despite reductions in student population, but SINCE THE FIGURES ARE BASED ON REPORTS IN COLLEGE CATALOGUES THE FIGURES OVERALL MAY NOT BE EQUIVALENT INSTITUTION TO INSTITUTION OR EVEN YEAR TO YEAR AS ADMINISTRATIONS HAVE MODIFIED THEIR COUNTING AND REPORTING PROCEDURES. The Ohio Wesleyan change is the most significant change since it correlates with the elimination of the department and no doubt provides a partial explanation for that elimination. Other conclusions should be made with caution.

One might argue that one loss in 25 institutions is not too serious, but within the GLCA only 9 institutions had had speech departments, so the consortium figure is more significant. In the ACM only 7 institutions have speech departments, so a loss there would have even greater impact.

Departments. As to other departmental changes, Coe College seems to have separated its theatre area from the previous English-Speech-Theatre department, while leaving the speech area still combined with English. Beloit seems to have dropped its interdisciplinary major in media. Other departments have remained stable, on paper at least.

In the GLCA the changes in the listing of Depauw and Wooster reflect changes in the listing procedure rather than changes in the departments, and we have eliminated references to speech courses scattered through the curriculum in order to provide a more specific instrument to determine whether or not the college has a speech department.

Curricular Status. Very little has changed with respect to curricular status except that Macalester in the ACM has finally allowed the counting of speech courses toward a social sciences requirement there. In the previous study it was interesting to note that the ACM colleges frequently considered speech a fine art, and never a social science, in contrast to the GLCA where the fine arts designation was less common and the social science designation more so. In the ACM there are no separate speech departments, so the combination with drama may make the fine arts designation more likely. Coe, with the departmental separation from drama, now accepts speech as a humanities and drama as a fine art. Finally, Cornell, Monmouth, and Denison still retain an oral communication requirement of some kind.

Curricular Offerings. The previous study included considerable analysis of curricular offerings, which have been simplified in the present analysis. In both consortia, ALL DRAMA DEPARTMENTS OFFER COURSES IN THE THREE AREAS OF THEATRE HISTORY AND DRAMATIC LITERATURE, ACTING AND DIRECTING, AND TECHNICAL PRODUCTION. The major change was the addition of dance or movement in many departments.

IN THE SPEECH AREA THERE IS MORE DIVERSITY. Denison and Depauw offer courses in the four areas of public speaking, interpersonal communication, media, and speech pathology, and Hope offers courses in the first three of those areas. Wooster, Albion, and Oberlin offer courses in public speaking, media, and speech pathology, and Wabash offers courses in public speaking and interpersonal communication. Kalamazoo College has only limited offerings in speech in its combined department and these include media and pathology courses.

In the ACM Monmouth includes all four areas, and Macalester includes public speaking, interpersonal communication, and speech pathology. Knox and Cornell include public speaking, interpersonal communication, and media courses. Ripon and Coe include public speaking and interpersonal communication courses, and St. Olaf includes public speaking and speech pathology courses. There were no major changes, except that many colleges added courses in organizational communication.

Faculties. There have seemingly been some gains in faculty sizes, and some losses as well. If we assume that the personnel have been relatively stable, we can see some advancement in ranks over the past few years. There are a few more women faculty members, but generally in the lower ranks. HOWEVER, VARIATIONS MAY, HERE AGAIN, BE A RESULT OF CLEARER OR LESS CLEAR CATALOGUE LISTINGS RATHER THAN ACTUAL CHANGES IN FACULTY SIZES.

Return to the Problem. It is clear from the vagueness of catalogue copy that some better means of monitoring the departments must be found, and thus the survey seems in order for this purpose, too. Questions of departmental and curricular status, offerings, faculty, and faculty development opportunities are included in the draft questionnaire in the appendix.

I propose that the Small College Committee undertake a serious study of speech departments. WE NEED FIRST TO OBTAIN A LIST OF DEPARTMENTS WHICH WE CAN GENERALLY AGREE ARE SMALL DEPARTMENTS. WE NEED THEN TO STUDY THE STATUS, CURRICULUM, FACULTY, AND FACULTY DEVELOPMENT OPPORTUNITIES OF THESE DEPARTMENTS, COMPARING THEM WITH EACH OTHER AND WITH OTHER KINDS OF INSTITUTIONS. We could do this on a national basis, or several of us in various regions could coordinate research on a several state basis. One way or another, if we are to become serious, or to be taken seriously as researchers and scholars, we need to move on from our dependence upon subjective and case study approaches for the analysis of our departments and our concerns.

SCA Response to the Demographics and Other Concerns

The elimination of the speech program at Ohio Wesleyan is a reminder that retrenchment is still at hand, and small colleges with small programs are especially vulnerable. Program maintenance continues to be a problem, along with the attraction of students and program development. Additionally, attracting and retaining good small college teachers is of concern to us all. Extracurricular programming is still an issue, both in terms of funding problems, attracting students, and finding the time to coach or direct the activities.

ALONG WITH THESE ONGOING CONCERNS, I SEE PROFESSIONAL AND PERSONAL DEVELOPMENT OF SMALL COLLEGE FACULTY MEMBERS AS AN ISSUE OF INCREASING IMPORTANCE, ALONG WITH THE MANAGEMENT OF STRESS AND BURNOUT. THIS ISSUE OF PROFESSIONALISM IS ONE OF THE NEW ISSUES THAT HAS DEVELOPED IN IMPORTANCE AS THE SMALL COLLEGE COMMITTEE HAS BEEN OPERATIVE. A SECOND NEW ISSUE IS THE QUESTION OF AN ESSENTIAL UNDERGRADUATE CURRICULUM. THESE TWO, PLUS OUR EARLIER CONCERNS WITH BEING "JACKS AND JILLS OF ALL TRADES" AND WITH PROGRAM MAINTENANCE ARE THE FOUR AREAS IN WHICH I SEE SMALL COLLEGE SPEECH PROGRAMS AND TEACHERS NEEDING THE MOST HELP FROM OUR NATIONAL, REGIONAL, AND STATE ORGANIZATIONS.

The Small College Committee has made a difference. Our not-so-hypothetical speech teacher is, I feel, doing a better job, and feeling better about herself and her profession while she does so. She did get her paper written for the SCA convention...But she points to some specific assistance that needs to be provided in the future if she is to continue to grow and develop. She needs to make use of the networks and the professional contacts she has developed, to gather some specific data on faculty sizes and on descriptions of small departments. She needs to explore differences among small departments as well as the difference between small and large departments, and she needs the help of colleagues and friends in the SCA to help her take the next step, based on good definitions and data, to begin dealing with issues of professionalism and survival--tough issues coming up in the years immediately ahead.

TABLE ONE
ASSOCIATED COLLEGES OF THE MIDWEST

		Faculty[1]	Students	Tuition, Fees Room & Board	Endowment
Coe	1980-81	73	1227	$5,460	$16,324,000
	1984-85	87	1187	$7,920	$19,489,000[2]
Cornell	1980-81	65	930	$6,050	$12,649,000
	1984-85	65	930	$8,936	$22,704,000
Knox	1980-81	74	951	$6,744	$15,180,000
	1984-85	74	951	$9,960	$20,731,000
Macalester	1980-81	116	1635	$6,570	$20,999,000
	1984-85	132	1682		$31,507,000
Monmouth	1980-81	52	656	$5,760	$ 3,884,000
	1984-85	65	700	$9,195	$ 6,999,000
Ripon	1980-81	67	915	$6,300	$ 4,874,000
	1984-85	66	915	$9,494	$ 8,414,000
St. Olaf	1980-81	197	3017	$5,700	$ 7,446,000
	1984 85	197	3017	$8,750	$16,828,000
Beloit	1980-81	67	1030	$6,930	$ 9,053,000
	1984-85	80	1134	$9,786	$12,990,000
Carleton	1980-81	134	1854	$6,940	$51,763,000
	1984-85	140	1857	$10,900	$84,478,000
Colorado	1980-81	163	1943	$6,400	$26,291,000
	1984-85	136	1850	$10,100	$57,650,000
Grinnell	1980-81	105	1246	$6,765	$41,896,000
	1984-85	110	1230	$10,150	$125,620,000
Lake Forest	1980-81	78	1041	$7,205	$ 6,969,000
	1984-85	84	1078	$10,700	$11,027,000
Lawrence	1980-81	108	1100	$6,825	$23,072,000
	1984-85	115		$10,050	$39,068,000

1 = Full-time, not FTE

2 = Market Endowment; June 30, 1982

TABLE TWO
GREAT LAKES COLLEGES ASSOCIATION

		Faculty[1]	Students	Tuition, Fees, Room and Board	Endowment[3]
Albion	1980-81	119	1854	$6,487	$16,600,000
	1984-85	118	1700	$9,182	*
Kalamazoo	1980-81	87	1452	$6,747	$12,360,411
	1984-85	95	1200	$9,646	*
Denison	1980-81	160	2108	$7,060	$18,445,669
	1984-85	163	2110	$10,110	*
DePauw	1980-81	154	1250	$7,782	$36,030,922
	1984-85	210	2300		*
Hope	1980-81	146	2228	$5,775	$ 5,313,000
	1984-85	150	1519	$8,370	*
Oberlin	1980-81	175	2171	$8,039	$93,503,507
	1984-85	220	2250	$13,525	*
Wabash	1980-81	72	790	$6,050	$60,000,000
	1984-85	73	780	$6,387	*
Wooster	1980-81	146	1754 est.	$6,950	$23,500,000
	1984-85	150	1800	$7,250	*
Antioch	1980-81	59	800	$7,600	$ 4,850,346
	1984-85	60	800	$8,400	*
Earlham	1980-81	76	1047	$6,800	$43,890,000
	1984-85	84	1050	$9,225	*
Kenyon	1980-81	106	1450	$7,608	$ 8,823,000
	1984-85	170	1400	$11,300	*
Ohio Wesleyan	1980-81	171	2273	$6,975	$17,664,000
	1984-85	125	1500	$9,975	*

3 = Book value 1979-1980

* Update not available

TABLE THREE

NAMES OF THE DEPARTMENTS

ACM Colleges		Speech	Drama
Coe	1980-81	English, Speech and Theatre	English, Speech and Theatre
	1984-85	English/Speech	Theatre Arts
Cornell	1980-81	Theatre and Speech	Theatre and Speech
	1984-85	Theatre and Speech	Theatre and Speech
Knox	1980-81	Theatre and Speech Communication	Theatre and Speech Communication
	1984-85	Theatre and Speech Communication	Theatre and Speech Communication
Macalester	1980-81	Speech Comm. and Dramatic Arts	Speech Comm. and Dramatic Arts
	1984-85	Speech Comm. and Dramatic Arts	Speech Comm. and Dramatic Arts
Monmouth	1980-81	Speech Comm. Arts	Speech Comm. Arts
	1984-85	Speech Comm. and Theatre Arts	Speech Comm. and Theatre Arts
Ripon	1980-81	Speech and Drama	Speech and Drama
	1984-85	Speech and Drama	Speech and Drama
St. Olaf	1980-81	Speech-Theatre	Speech-Theatre
	1984-85	Speech-Theatre	Speech-Theatre
Beloit	1980-81	(Int Disc Major in media)	Theatre Arts
	1984-85		Theatre Arts
Carleton	1980-81		Studies in Theatre Arts (Int Disc)
	1984-85		Studies in Theatre Arts (Int Disc)
Colorado	1980-81		Drama and Dance
	1984-85		Drama and Dance
Grinnell	1980-81		Theatre
	1984-85		Theatre
Lake Forest	1980-81		Note: Extra-Curric
	1984-85		Note: Extra-Curric
Lawrence	1980-81		Theatre and Drama
	1984-85		Theatre and Drama

TABLE THREE-B
NAMES OF THE DEPARTMENTS

GLCA Colleges		Speech	Drama
Albion	1980-81	Speech Comm. and Theatre	Speech Comm. and Theatre
	1984-85	Speech Comm. and Theatre	Speech Comm. and Theatre
Kalamazoo	1980-81	Theatre Arts and Speech	Theatre Arts and Speech
	1984-85	Theatre Arts and Comm. Arts	Theatre Arts and Comm. Arts
Denison	1980-81	Speech Communication	Theatre and Cinema
	1984-85	Speech Communication	Theatre and Cinema (has separate dance dept. as well)
DePauw	1980-81	Comm. Arts and Sci. (includes theatre courses)	Comm. Arts and Sci.
	1984-85	Comm. Arts and Sci. (includes theatre courses)	Comm. Arts and Sci. (includes theatre courses)
Hope	1980-81	Communication	Theatre
	1984-85	Communication	Theatre
Oberlin	1980-81	Communication Studies	Theatre and Dance
	1984-85	Communication Studies	Theatre and Dance
Wabash	1980-81	Speech	Theatre
	1984-85	Speech	Theatre
Wooster	1980-81	Speech (includes theatre courses)	Speech
	1984-85	Speech (includes theatre courses)	Speech
Antioch	1980-81	Comm. Studies (Inter Disc major in media)	Theatre
	1984-85	Comm. Studies (Inter Disc major in media)	Theatre
Earlham	1980-81		Drama
	1984-85		Drama
Kenyon	1980-81		Drama
	1984-85		Drama
Ohio Wesleyan	1980-81	Speech Communication	Theatre (including Dance)
	1984-85	[no dept.]	Theatre and Dance

TABLE FOUR: CURRICULAR STATUS AT THE COLLEGE (SPEECH)
1984-85

	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Coe	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Wabash	Wooster	Antioch	Earlham	Kenyon	Ohio Wesleyan
Separate Dept.																X		X	X	X					
Combined w/Drama	X	X	X	X	X	X			1					X	X		X				X				
Major in Speech			X			X										X		X	X	X	X				
Interdisc. w/in Dept.	X	2		X										X			X			3					
Interdisc. w/in College		2			X				X						2										
Major in Speech			X		X													X	X	X	X				
College-wide Sp. Req.				X																					
Speech Prof. Req.	X															X									
Fulfills Fine Arts Req.	X	X	X		X	X											X			5					
Fulfills Humanities Req.		X	X	4					X						4					5	X				
" Soc/Behav. Sci. Req.			X											X				X	X						

1=Combined w/English
2=Self-designed
3=Recommended
4=Only certain restricted courses
5="Language, literature and fine arts" requirement in 1980-81 catalogue; "language studies" requirement in 1984-85 catalogue

TABLE FOUR-A

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TABLE FOUR: CURRICULAR STATUS AT THE COLLEGE, SPEECH DEPTS, 1980-81

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
Separate Dept.																X	X	X	X	X	X	X+			
Combined w/Drama	X	X	X	X	X	X	X							X	X										
Scattered in Curric.								X	X	X	X	X	X										X	X	X
Major in Speech				X			X									X		X	X	X	X	X			
Interdisc. w/in Dept.	X	X	S-D		X									X	S-D		X				**		X*		
Interdisc. w/in College						X		X*																	
Minor in Speech				X		X										S-D		X	X	X	X	X			
College-wide Sp. Req.					X																				
Speech Prof. Req.		X														X									
Fulfills Genl. Ed. Req.		X		X#		X#	X	X						X	X##		X	X	X	X	X	X			
Fine Arts		X	X	X		X	X	X									X			X	XX				
Humanities		X	X					X							X		X				XX	X			
Soc./Behav. Science														X				X	X	X					

S-D Self-designed
* Only media major offered
# Only oral interp. or R.T. course
Only certain restricted courses
XX "Language, literature and fine arts" requirement
** Recommended
+ Contains drama courses

TABLE FOUR-B: CURRICULAR STATUS AT THE COLLEGE (DRAMA)
1984-85

	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Coe	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Wabash	Wooster	Antioch	Earlham	Kenyon	Ohio Wesleyan
Separate Dept.							X	X	X	1	X	2	X			3		X	1	X		4	X	X	1
Combined w/Speech	X	X	X	X	X	X								X	X		X				X				
Major in Drama		X	X		X	X			X				X			X								5	
Interdisc. w/in Dept.	X			X										X	5		X	X	X	X	X				X
Interdisc. w/in College							X	X		X	X											X	X		
Minor in Drama			X		X											5		X	5						5
Fulfills Fine Arts Req.	X	X	X	X	X	X	X		X				X	6		X	X	X	X	7		X	X	X	X
Fulfills Humanities Req.	X	X				X					X				X					7	X	X			X

1=Combined w/Dance
2=Extracurricular program only
3=Combined w/Cinema
4=Media program only
5=Self-designed
6=Information not available
7=Language, literature, and fine arts requirement in 1980-81 catalogue; literature and fine arts requirement in 1984-85 catalogue

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TABLE Four-C

[TABLE NINE: CURRICULAR STATUS AT THE COLLEGE, DRAMA DEPTS, 1980-81]

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
Separate Dept.								X			X		X					X			X		X	X	X
Combined w/Speech	X	X	X	X	X	X	X							X	X							X			
Scattered in Curric.									X	X*		X**				X//	X///		X*	X*					
Major in Drama				X		X	X						X			X									S-D
Interdisc. w/in Dept.	X	X	X		X									X	S-D		X	X	X	X	X	X			
Interdisc. w/in College								X		X	X												X	X	
Minor in Drama				X		X										S-D		X	S-D	S-D					
Fulfills Genl. Ed. Req.		X	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X
Humanities		X	X		X			X			X				X		X		X	X		X	X		
Fine Arts		X	X	X	X	X	X	X					X	X		X	X	X	X	X	X		X	X	X

* Combined w/Dance
** Theatre is Extra-Curricular
/ Combined w/Cinema
// Communication Arts/Sciences

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TABLE FIVE: FACULTY (SPEECH)
(Some courses are listed w/o faculty - as staff or left blank.)

	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Coe	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Wabash	Wooster	Antioch	Earlham	Kenyon	Ohio Wesleyan
No. Teaching Speech	1	1	4	4	2	3			1					3	4	6	7#	4	4	3	6#	@			
No. of these Part-time				1	1				1						1	2	2								
Ranks: Prof.	1	1	3			2*								1*		2	1	1	1	2	2				
Assoc. Prof.				1	1*	1								1	3		2*	2	3*		2*				
Asst. Prof.				1										1		1*	1	1		1*	1				
Instr.			1	1					1*						1*	1	3*				1				
Other				1	1											2*									
Gender: Male	1	1	4	3	1	2								2	3	3	5	2	3	2	5				
Female				1	1	1			1					1	1	3	2	2	1	1	1				
Degree: Ph.D.	1	1	3	2	1*	2*								3	1	3*	2*	4	3*	2	2				
MA			1						1*							2*	3			1*	4*				
Other				2 MS	1 JD										2 MFA 1M.DIV	1 MS	2* MS								

*=Female
#=Joint speech-drama dept.
@=Information not available

10.

TABLE FIVE A

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TABLE SEVEN: FACULTY (SPEECH)
(Some courses are listed w/o faculty - as staff or left blank.)
1980-81

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
No. Teaching Speech	1	1	1	6	3	1	5			1				2	5	6	9	2	4	3	3	7			
No. of these Part-time				J/D	J/D										J/D	3	4	7							
Ranks: Prof.		1	1	3			2			1				1S/T	1	2	2	1	1	1	2	3			
Assoc. Prof.				1	1					1					1		2	1	2	1		2//			
Asst. Prof.	1			1	1	1	1							1	1	1F	1		1			1			
Instr.				1	1										1		4pt			1	1	1			
Other							2								1	3									
Gender: Male	1	1	1	6	3		4			1				1	2	3 1pt	7	2	3	3	2	6			
Female						1	1I							1S/T	3	3 2pt	2pt		1A			1			
Can't Determine by Name																					1				
Degree: Ph.D.	1	1	1	4	2	1	4			1				2	1	2ft	4	2	3*	3	2	4			
MA				1			1I								1	1ft F	4		1		1	2			
Other				1 MFA	1 MS										**	***						X			
Other Teaching Area															:				//			/			
Other College Role															DIS	DOC									

J/D Joint Department
S/T Speech/Theatre
/ One Assoc. is from Eng. Dept. (female, MA)
F Female
pt Part-time
ft Full-time
I Instructor
A Assistant

* Including the female
** 2 MFA, 1 MLS
*** 2 MED, 2 MFA, 2 MS
X Diploma from European institution (instructor)
// Also, Soc./Anthro. Prof. teaches 1 course (male, Ph.D.)
DIS Dir. Instr. Services (MLS, MA)
DOC Dean of College

TABLE FIVE-B: FACULTY (DRAMA)

	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Coe	Colorado	Grinnell	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Wabash	Wooster	Antioch	Earlham	Kenyon	Ohio Wesleyan
No. Teaching Drama	1	4	3	4	2	4	5	3	5	6	4	2	4	2	4	7	7#	6	11%	4	6#	@	3	6	2
No. of these Part-time	2	1	1	#					2			2		1	1	3	2	1	2				1		1*
Ranks: Prof.	1	1*	1		1	1	1	1		1	1					2	1				2		1		
Assoc. Prof.		1		1	1	1			1				1	1	3	1	2*	2	2		2*			2	
Asst. Prof.		1	1	1*		1*	2*	2*	1*	4*	3*		3*			4*	1	1	7*	3	1		2*	4	1
Instr.			1	1		1	2		3*	1*				1*	1*		3*	1*		1	1				
Other		1		1								2*						1	2*						
Gender: Male	1	3	3	3	2	3	4	1	3	4	1		3	1	3	6	5	5	5	4	5		2	3	1
Female		1		1		1	1	2	2	2	3	2	1	1	1	1	2	1	6		1		1	3	1
Degree: Ph.D.	1	2*	1	2*	1	1	1	1	2*	2*	3*	1*	3*	1	1	2 ft	2*	2	1		2		1	1DFA	1*
MA		1	1		1	1	1	1*	2					1*		2	3	2	3*		4*			2*	
MFA			1			2*	2*	1*	1*	3		1*	1		2*	3*		2*	6*	3			1		1
Other	1 MS	1 BA		2 MS			2 BA			1* BA	1* BA				1 M. DIV		2* MS		1 BA	1 BFA	1		1* MS		

*=Female
#=Joint Speech-Drama Dept.
%=Includes Dance
@=Information not available

TABLE FIVE-C

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TABLE TWELVE: FACULTY (DRAMA) 1980-81

	Coe	Cornell	Knox	Macalester	Monmouth	Ripon	St. Olaf	Beloit	Carleton	Colorado	Grinnel	Lake Forest	Lawrence	Albion	Kalamazoo	Denison	DePauw	Hope	Oberlin	Ohio Wesleyan	Wabash	Wooster	Antioch	Earlham	Kenyon
No. Teaching Drama	5	2	5	6	3	2	4	3		6	4		5@	3	5	7	9	6	4	3	2	7	2	2	8
No. of these Part-time	4		1	J/D	J/D								(3)		J/D	1	4	1							2
Ranks: Prof.		1	2	3		1	1	1		1	1		1	1S/T	1	2	2			2		3	1		1
Assoc. Prof.		1	1	1	1			1		1			1	1	1		2	4	2			2	1	2	2
Asst. Prof.	1			1	1	1	1				1		2@		1	4	1		1	1		1			4
Instr.	3		1	1	1		2	1		2	2		1	1	1		4pt	1				1			
Other	1		1							2					1	1		1	1						1
Gender: Male	3	2	4	6	3	2	3	3		4	1		3@	2	2	6	7	6	3	2	2	6	1	2	3
Female	2		1				1			2	3		2	1	3	1	2pt		1	1		1			5
Can't Determine by Name																							1		
Degree: Ph.D.	2	1	2	4	2	1	2			2	1		2	2	1	1	4			2		4	1	1**	1#
MA	2		1	1		1	2	1		2	2		1	1	1	3	5	4	2*		1	2			1
MFA				1									2@		2	3		1	2	1	1		1	1	4
Other	1AA	1MS	2BA		1MS			1MS 1BA		2BA	1BA		Edg Hist		1MLS			1BFA				1			2##
Other Teaching Area		X																							

J/D Joint Department
S/T Speech/Theatre
X Speech
* One has 2 MA's
** Has MFA as well
# D.F.A.
Not specified
@ Theatre Faculty

TABLE SIX: SMALL COLLEGES BY STATES

	ILL	IND	IOWA	MICH	MINN	OHIO	WISC
Total	150	73	61	88	62	146	77
Under 5000	47	36	30	31	23	45	22
Under 2000	39	26	28	22	14	33	20
MA's	20	15	8	10	7	15	7
Ph.D's	2	1	1	2	--	3*	--
Independent	47	30	30	28	19	43	19
State	--	6	--	3	4	1**	3

*=One gave Ph.D. & BA only
**=One "proprietory"

DRAFT OF QUESTIONNAIRE

Name of Respondent _____
Name of Institution _____
Address of Institution _____
_____
_____ Zip _____
Telephone: ( ) _____

I. Institutional Data

Type of Institution

_____ Private, independent
_____ Private, religious affiliated
_____ State
_____ Other (please specify) _____

Size of Institution

_____ Fewer than 750 undergraduates
_____ 750-1250 undergraduates
_____ 1250-2000 undergraduates
_____ 2000-3500 undergraduates
_____ 3500-5000 undergraduates
_____ More than 5000 undergraduates

Degrees offered in Speech or Drama (please check all that apply)

_____ AA
_____ BA, AB, BS, BFA
_____ MA, MS, MFA
_____ Ph.D.
_____ Other (please specify) _____

Does your institution offer any courses in speech or speech communication?

_____ Yes _____ No

Does your institution offer any courses in drama?

_____ Yes _____ No

If your institution offers no courses in speech or drama, thank you for your responses thus far. Please return the questionnaire in the envelope provided.

II. Departmental Data

Are your speech courses

_____ in a separate speech, speech communication, or communication department?
_____ in a department combined with drama?
_____ in a department combined with some other discipline? (Please specify which.) _____

Are your drama courses

_____ in a separate drama department?
_____ in a department combined with speech?
_____ in a department combined with some other discipline? (Please specify which.) _____

Does your department offer a major in speech, speech communication, or communication?

_____ Yes _____ No

Does your department offer a major in drama? _____ Yes _____ No

Is your speech major

_____ a separate major?
_____ an interdisciplinary major in the department (i.e., must students take a departmental offering or offerings in drama, for example, if the departments are combined)?
_____ an interdisciplinary major in the college?

Is your drama major

_____ a separate major?
_____ an interdisciplinary major in the department (i.e., must students take a departmental offering or offerings in speech, for example, if the departments are combined)?
_____ an interdisciplinary major in the college?

Do you have a speech minor? _____ Yes _____ No

Do you have a drama minor? _____ Yes _____ No

Within your speech department, rank all areas your departmental offerings cover, with 1 being the most emphasized area.

_____ Speech or speech communication
_____ Media or film
_____ Drama or theatre
_____ Speech pathology
_____ Other (please specify) _____

Within your drama department, rank all areas your departmental offerings cover, with 1 being the most emphasized area.

_____ Drama or theatre
_____ Media or film
_____ Speech or speech communication
_____ Dance
_____ Other (please specify) _____

Does your institution have an oral communication requirement which must be completed by taking a speech course and/or passing a speech proficiency examination? _____ Yes _____ No

Does your institution have any general education requirements for graduation?

_____ Yes _____ No

If yes, which of these requirements do any of your speech courses fulfill? (Please check all that apply.)

_____ Fine arts
_____ Humanities
_____ Social sciences
_____ Other (please specify) _____

If yes, which of these requirements do any of your drama courses fulfill? (Please check all that apply.)

_____ Fine arts
_____ Humanities
_____ Other (please specify) _____

In speech, do you offer courses in (please check all that apply)

_____ public speaking?
_____ persuasion, argumentation, or debate?
_____ rhetorical criticism?
_____ interpersonal or intrapersonal communication?
_____ small group or organizational communication?
_____ communication theory?

In drama, do you offer courses in (please check all that apply)

_____ dramatic literature?
_____ history of theatre or drama?
_____ acting or directing?
_____ technical theatre or design?
_____ dramatic theory or criticism?
_____ "appreciation of drama"?

Do you have a debate program? _____ Yes _____ CEDA _____ NDT
_____ No

Do you have a forensics or individual events program? _____ Yes _____ No

Do you have a drama production program? _____ Yes _____ No
_____ Number of major productions a year

What is the name of your speech department?

_____

What is the name of your drama department?

_____

If you have a divisional structure, what is the division in which your speech department is located? _____

If you have a divisional structure, what is the division in which your drama department is located? _____

III. Faculty Data

How many full-time faculty do you have in your speech department? _____

How many full-time faculty do you have in your drama department? _____

How many part-time faculty do you have in your speech department? _____

How many part-time faculty do you have in your drama department? _____

Please label your faculty members A, B, C, D, E, F, etc. and give the following information on each:

Speech Faculty

	A	B	C	D	E	F
Rank						
Highest Degree						
Number of Years at the School						
Tenured?						
Tenure-track?						
Gender						
Full-time?						
Part-time?						
Areas taught:						

Drama Faculty

	A	B	C	D	E	F
Rank						
Highest Degree						
Number of Years at the School						
Tenured?						
Tenure-track?						
Gender						
Full-time?						
Part-time?						
Areas taught:						

If you have more than six faculty members in either department, please use an additional page.

What faculty development opportunities exist at your institution? (Please check all that apply.)

_____ 1. Release time for scholarly or creative work?
_____ 2. Funding for special projects?
_____ 3. Funding for attending conventions where one is giving a paper, etc.?
_____ 4. Funding for attending a convention or workshop, etc.?
_____ 5. Sabbatical leave program?
_____ 6. Other (please specify) _____

Which of the above have been used by members of your department in the last three years?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6

Have any members of your department done any of the following in the last three years? (Please check all that apply.)

_____ Been a member of a state, regional, or national speech or drama association
_____ Been an officer of a state, regional, or national speech or drama association
_____ Attended a state, regional, or national speech or drama convention
_____ Presented a convention paper or been on a panel at a state, regional, or national speech or drama convention
_____ Published an article in a professional journal of any sort
_____ Published a book
_____ Done an exhibit, faculty recital, or performance other than a regularly scheduled departmental drama production

Comments:

Thank you for your assistance. Please return the questionnaire in the envelope provided.